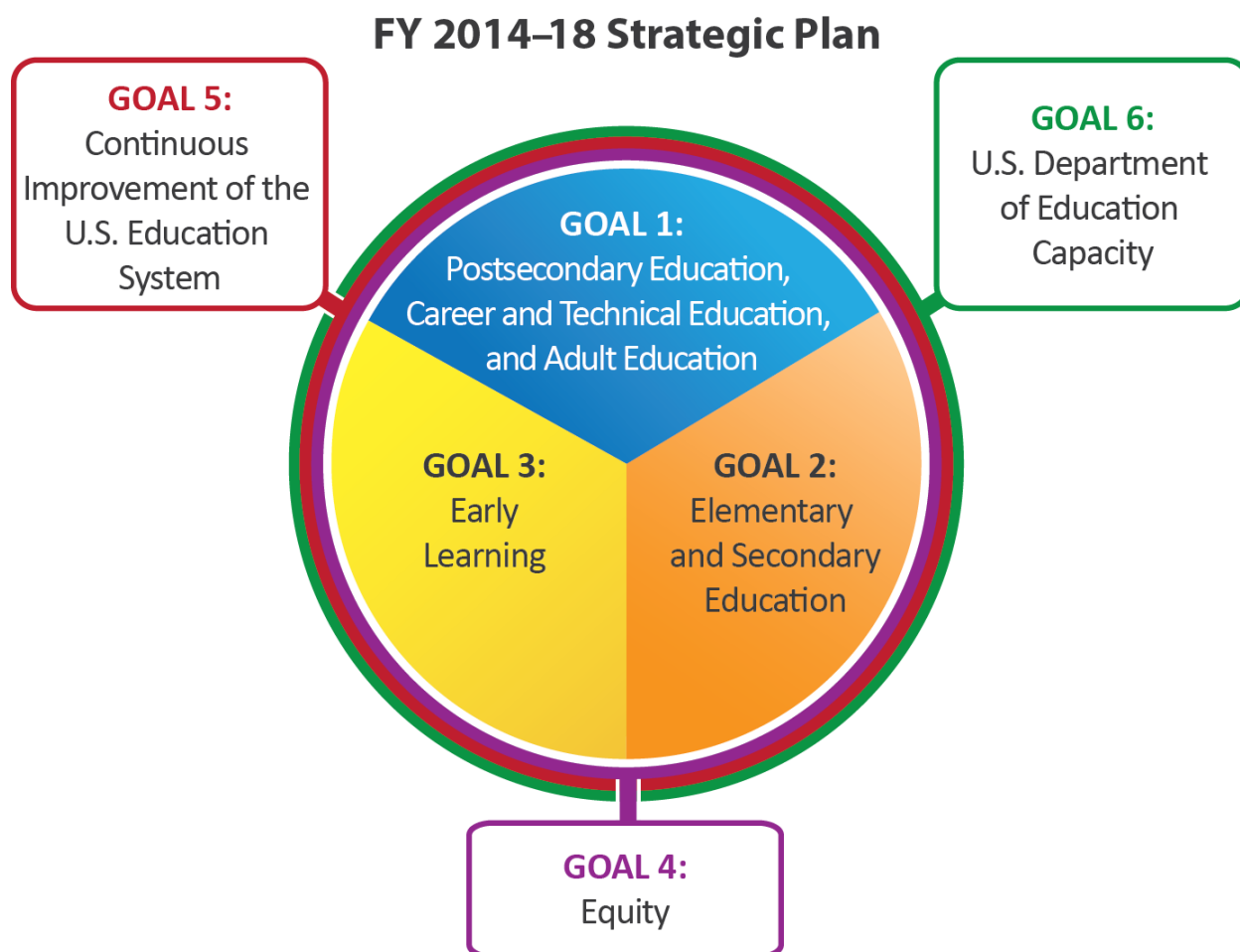

Performance Results Details

Performance Management Framework

In accordance with the [GPRA Modernization Act of 2010](#), the Department's framework for performance management starts with the *Strategic Plan*, including its Agency Priority Goals (APGs), which serve as the foundation for establishing long-term priorities and developing performance goals, objectives, and metrics by which the Department can gauge achievement of its stated outcomes. Progress toward the Department's *Strategic Plan* is measured using data-driven review and analysis. This focus promotes active management engagement across the Department. Additional information is available in the [Department's Annual Performance Plans and Annual Performance Reports](#).

The [FY 2014–18 Strategic Plan](#) addresses six strategic goals that influence the day-to-day work of the Department's staff. The Department continues to welcome input from Congress, state and local partners, and other education stakeholders about the *Strategic Plan*. Questions or comments about the *Strategic Plan* should be e-mailed to APP_APRComments@ed.gov.



FY 2014–18 Strategic Plan²

AGENCY MISSION		
Mission: To promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access		
FY 2014–18 STRATEGIC PLAN		
Strategic Goals	Strategic Objectives	FY 2014–15 and FY 2016–17 APGs
Goal 1: Postsecondary Education, Career and Technical Education, and Adult Education. Increase college access, affordability, quality, and completion by improving postsecondary education and lifelong learning opportunities for youths and adults.	Objective 1.1: Access and Affordability. Close the opportunity gap by improving the affordability of and access to college and/or workforce training, especially for underrepresented and/or underprepared populations (e.g., low-income and first-generation students, English learners, individuals with disabilities, adults without high school diplomas, etc.). Objective 1.2: Quality. Foster institutional value to ensure that postsecondary education credentials represent effective preparation for students to succeed in the workforce and participate in civic life. Objective 1.3: Completion. Increase degree and certificate completion and job placement in high-need and high-skill areas, particularly among underrepresented and/or underprepared populations. Objective 1.4: Science, Technology, Engineering, and Mathematics Pathways. Increase STEM pathway opportunities that enable access to and completion of postsecondary programs.	<ul style="list-style-type: none"> • Increase college degree attainment in America (FY 2014–15, FY 2016–17) • Federal Student Aid Transparency (FY 2016–17)
Goal 2: Elementary and Secondary Education. Improve the elementary and secondary education system's ability to consistently deliver excellent instruction aligned with rigorous academic standards while providing effective support services to close achievement and opportunity gaps, and ensure all students graduate high school college- and career-ready.	Objective 2.1: Standards and Assessments. Support implementation of internationally benchmarked college- and career-ready standards, with aligned, valid, and reliable assessments. Objective 2.2: Effective Teachers and Strong Leaders. Improve the preparation, recruitment, retention, development, support, evaluation, recognition, and equitable distribution of effective teachers and leaders. Objective 2.3: School Climate and Community. Increase the success, safety, and health of students, particularly in high-need schools, and deepen family and community engagement. Objective 2.4: Turn Around Schools and Close Achievement Gaps. Accelerate achievement by supporting states and districts in turning around low-performing schools and closing achievement gaps, and developing models of next-generation high schools. Objective 2.5: STEM Teaching and Learning. Increase the number and quality of STEM teachers and increase opportunities for students to access rich STEM learning experiences.	<ul style="list-style-type: none"> • Support implementation of college- and career-ready standards and assessments (FY 2014–15, FY 2016–17) • Improve learning by ensuring that more students have effective teachers and leaders (FY 2014–15)

² This report addresses the Department's progress on the FY 2014–15 APGs and introduces the FY 2016–17 APGs. Quarterly updates for the APGs are available on performance.gov.

FY 2014–18 STRATEGIC PLAN		
Strategic Goals	Strategic Objectives	FY 2014-15 and FY 2016-17 APGs
Goal 3: Early Learning. Improve the health, social-emotional, and cognitive outcomes for all children from birth through 3rd grade, so that all children, particularly those with high needs, are on track for graduating from high school college- and career-ready.	Objective 3.1: Access to High-Quality Programs and Services. Increase access to high-quality early learning programs and comprehensive services, especially for children with high needs. Objective 3.2: Effective Workforce. Improve the quality and effectiveness of the early learning workforce so that early childhood educators have the knowledge, skills, and abilities necessary to improve young children's health, social-emotional, and cognitive outcomes. Objective 3.3: Measuring Progress, Outcomes, and Readiness. Improve the capacity of states and early learning programs to develop and implement comprehensive early learning assessment systems.	<ul style="list-style-type: none"> • Support comprehensive early learning assessment systems (FY 2014-15) • Increase enrollment in high-quality state preschool programs (FY 2016-17)
Goal 4: Equity. Increase educational opportunities for underserved students and reduce discrimination so that all students are well-positioned to succeed.	Objective 4.1: Equitable Educational Opportunities. Increase all students' access to educational opportunities with a focus on closing achievement gaps and remove barriers that students face based on their race, ethnicity, or national origin; sex; sexual orientation; gender identity or expression; disability; English language proficiency; religion; socioeconomic status; or geographical location. Objective 4.2: Civil Rights Compliance. Ensure educational institutions' awareness of and compliance with federal civil rights obligations and enhance the public's knowledge of their civil rights.	<ul style="list-style-type: none"> • Ensure equitable educational opportunities (FY 2014-15, FY 2016-17)
Goal 5: Continuous Improvement of the U.S. Education System. Enhance the education system's ability to continuously improve through better and more widespread use of data, research and evaluation, evidence, transparency, innovation, and technology.	Objective 5.1: Data Systems and Transparency. Facilitate the development of interoperable longitudinal data systems for early learning through employment to enable data-driven, transparent decision-making by increasing access to timely, reliable, and high-value data. Objective 5.2: Privacy. Provide all education stakeholders, from early childhood to adult learning, with technical assistance and guidance to help them protect student privacy while effectively managing and using student information. Objective 5.3: Research, Evaluation, and Use of Evidence. Invest in research and evaluation that builds evidence for education improvement; communicate findings effectively; and drive the use of evidence in decision-making by internal and external stakeholders. Objective 5.4: Technology and Innovation. Accelerate the development and broad adoption of new, effective programs, processes, and strategies, including education technology.	<ul style="list-style-type: none"> • Enable evidence-based decision making (FY 2014-15, FY 2016-17)
Goal 6: U.S. Department of Education Capacity. Improve the organizational capacities of the Department to implement the Strategic Plan.	Objective 6.1: Effective Workforce. Continue to build a high-performing, skilled, diverse, and engaged workforce within the Department. Objective 6.2: Risk Management. Improve the Department's program efficacy through comprehensive risk management, and grant and contract monitoring. Objective 6.3: Implementation and Support. Build Department capacity and systems to support states' and other grantees' implementation of reforms that result in improved outcomes, and keep the public informed of promising practices and new reform initiatives. Objective 6.4: Productivity and Performance Management. Improve workforce productivity through information technology enhancements, telework expansion efforts, more effective process performance management systems, and state-of-the-art leadership and knowledge management practices.	

The Department's Agency Priority Goals

The Department identified six APGs for FY 2014–15 that served to focus its activities over the two-year period. These goals are consistent with the Department's five-year strategic plan, which will be used to monitor and report regularly on progress, reflect the Department's cradle-to-career education strategy, and help concentrate efforts on the importance of teaching and learning at all levels of the education system. As noted in the APG table above, this report addresses the Department's progress on the FY 2014–15 APGs and introduces the FY 2016–17 APGs. Quarterly updates for the APGs are available on performance.gov.

Progress on the Department's FY 2014–15 Agency Priority Goals

APG: Increase college degree attainment in America

Goal for FY 2014–2015: By September 30, 2015, 45.6 percent of adults ages 25–34 will have an associate degree or higher, which will place the nation on track to reach the President's goal of 60 percent degree attainment by 2020.

Supports Strategic Goal 1

Overview: The President set a goal for the United States to have the highest proportion of college graduates in the world. Meeting this goal will require millions of additional Americans to earn a postsecondary degree by the end of this decade. This goal is meant to augment the Department's longstanding efforts to improve access and enrollment, with this added emphasis on actual completion. The President's focus on the educational attainment among ages 25–34 allows us to assess progress in preparing the next generation of United States workers and to benchmark for international comparisons.

Progress: Starting from a baseline of 44.0 percent in 2012, the Department projected that the annual increase of educational attainment among ages 25–34 would grow progressively each year above the four-year historical average of 0.7 percentage points and established a performance target of 45.6 percent. This APG has been achieved, as 45.7 percent of adults ages 25–34 have an associate's degree or higher, exceeding the performance target (note that the rate reflects prior-year data, in this case from 2014, but is reported in 2015 when data are available). Department activities that support this goal include redesigning the College Scorecard to include additional information that helps students make more informed choices, promoting institutional innovation to foster college completion, and implementing evidence-based practices that support student success.

Opportunities and Challenges: Continued success toward achieving this goal will depend largely on whether, and to what extent, states and institutions: (a) implement policies and programs to increase access and success; (b) reduce costs and time to completion; (c) support accelerated learning opportunities, including dual enrollment; (d) develop and adopt effective and innovative practices that improve student outcomes; and (e) promote seamless transitions from secondary to postsecondary education and among higher education institutions. Although the Department has limited leverage to influence states' policies and the practices of postsecondary institutions, the Department will use its available resources—including implementation and impact of programs and technical assistance, and the ability to convene stakeholders to encourage collaboration and best practices—to continue to sustain and advance success in this area.

APG: Support implementation of college- and career-ready standards and assessments

Goal for FY 2014–2015: By September 30, 2015, at least 50 states/territories will be implementing next-generation assessments, aligned with college- and career-ready standards.

Supports Strategic Goal 2

Overview: The adoption of college- and career-ready standards, coupled with high-quality formative and summative assessments to measure the extent to which students are mastering the standards, is the foundation to improving educational outcomes for all students.

Progress: Most states have adopted college- and career-ready standards and are in the process of implementing summative assessments aligned with those standards. The Race to the Top - Assessment (RTTA) consortia, which included 29 states, DC, and the U.S. Virgin Islands, completed the operational administration of their assessments during spring 2015. In September 2015, OESE released revised criteria, procedures, and guidance for the Department's peer review of state assessment systems under Title I of the *Elementary and Secondary Education Act* (ESEA).

Opportunities and Challenges: On December 10, 2015, the President signed a reauthorization of the *Elementary and Secondary Education Act*, now known as the [Every Student Succeeds Act](#) (ESSA).³ The law requires that all students in America be taught to high academic standards that will prepare them to succeed in college and careers and that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards. The Department is developing plans for how best to support states and districts during the transition to the ESSA.

APG: Improve learning by ensuring that more students have effective teachers and leaders

Goal for FY 2014–2015: By September 30, 2015, at least 37 states will have fully implemented teacher and principal evaluation and support systems that consider multiple measures of effectiveness, with student growth as a significant factor.

Supports Strategic Goal 2

Overview: The nation needs to do more to ensure that every student has an effective teacher, every school has an effective leader, and every teacher and leader has access to the preparation, ongoing support, recognition, and collaboration opportunities he or she needs to succeed. The Department has worked to help strengthen the profession by focusing on meaningful feedback, support, and incentives at every stage of a career, based on fair evaluation and support systems that look at multiple measures, including, in significant part,

³ [P.L. No. 114-95](#)

evidence of student learning and are used to help educators improve instruction and student outcomes.

The Department has supported states that developed and adopted comprehensive teacher and principal evaluation and support systems, as well as in district development and implementation of comprehensive educator evaluation systems. This additional support was helpful to begin to ensure that teachers, principals, and educator evaluators are able, for example, to use and develop learning objectives to measure student growth and to implement new classroom observation, coaching, and feedback techniques.

Progress: The performance targets for this APG are based on state implementation timelines provided through original ESEA Flexibility requests. However, as part of the ESEA Flexibility renewal process, the Department offered states the flexibility to adjust their timelines. As of June 30, 2015, eight states have fully implemented teacher and principal evaluation and support systems.⁴

Opportunities and Challenges: Under the ESSA, ESEA Flexibility waivers, including Principle 3—supporting effective instruction and leadership—expire on August 1, 2016. As a result, it will be up to states to choose to continue the hard work of implementing comprehensive educator evaluation and support systems in accordance with the original timeline. The Department is developing plans for how best to support states and districts during the transition to the ESSA. The Department will continue to look for ways to encourage innovation in this area. As states continue work to implement teacher and leader evaluation systems, the Department will continue to provide robust technical assistance and encourage forward motion in implementation.

APG: Support comprehensive early learning assessment systems

Goal for FY 2014–2015: By September 30, 2015, at least nine states will be collecting and reporting disaggregated data on the status of children at kindergarten entry using a common measure.

Supports Strategic Goal 3

Overview: Kindergarten entry assessments (KEAs), when properly designed, can be used to inform professional development to improve the early learning workforce, be included in a state's comprehensive early learning assessment system, and improve student achievement and program effectiveness.

Progress: The Department anticipated exceeding the goal of at least nine states collecting and being able to report disaggregated data on the status of children at kindergarten entry using a common measure by September 30, 2015. Five Early Learning Challenge (ELC) states implemented KEAs in the 2014–15 school year, and 6 additional ELC states are implementing their KEAs in the 2015–16 school year, bringing the total to 11 ELC states implementing a KEA during the 2015–16 school year.⁵

⁴ "Fully implemented" is defined as the data year from which teachers' and principals' effectiveness ratings are derived; that is, states are considered to have "fully implemented" in a given year if their systems provide summative ratings based on professional practice and student growth data from that school year.

⁵ In the AFR, the Department reported 12 states projected to implement a KEA during the 2015–16 school year. New Mexico was included in this projection, but will now begin implementation after the 2015–16 school year.

Opportunities and Challenges: Constructing, testing, and implementing KEAs across every school in every state will be challenging and take time. In addition, states will need to ensure that the KEAs are implemented in such a way that minimizes assessment time and maximizes the usefulness of information collected; KEAs should not result in the loss of a significant amount of instructional time in the classroom. Additionally, two of the three Enhanced Assessment Grants (EAG) grantees that are consortia may experience challenges coordinating across states due to variances in standards and differences in their policies and procedures. For example, states differ in exactly when and how assessments are given. Some states ask that assessments be administered in the first month of kindergarten. Other states allow for a longer assessment window or encourage assessments be administered in the summer before kindergarten. All states are implementing the assessments on a rolling basis so that not all classrooms participate at the same time. Some states are still pilot testing their assessments. While some states may mandate statewide assessments through their legislature, others leave it to local districts to decide. A few states, such as Kentucky, have developed systems to generate and distribute reports for families and policy makers. The Department is working with these grantees to minimize coordination challenges.

To understand and address state challenges, the Department has funded a report on KEA implementation in four states: Maryland, Oregon, Pennsylvania, and Washington. This report, which will be released late in 2016, will review challenges and potential solutions at the state, district, and classroom level. In addition, the Department will continue to support the development and implementation of KEAs and highlight best practices through its technical assistance centers and grant monitoring. By 2017, the EAG grantees and their consortia states will begin implementing their school readiness assessments. The new Preschool through Early Elementary School Grades (Early Learning Network), administered by the National Center for Education Research (NCER) at the IES and funded in part through the Preschool Development Grants program's national activities funds, will support teams of researchers to advance the field's understanding of policies and practices that support early learning and ongoing academic success.

APG: Ensure equitable educational opportunities

Goal for FY 2014–2015: By September 30, 2015, the number of high schools with persistently low graduation rates will decrease by 5 percent annually. The national high school graduation rate will increase to 83 percent, as measured by the Adjusted Cohort Graduation Rate, and disparities in the national high school graduation rate among minority students, students with disabilities, English learners, and students in poverty will decrease.

Supports Strategic Goal 4

Overview: Through many federal programs, including Title I of the ESEA, the Department has provided significant funding, technical assistance, and other support intended to improve the nation's lowest-achieving schools dramatically by, among other strategies, using turnaround interventions and strategies. The Department is focused on supporting innovation, not just compliance monitoring, and on spurring growth in achievement, not just absolute achievement measures.

Increasing the national high school graduation rate and decreasing disparities in the graduation rate are critical to achieving the President's goal of once again having the highest proportion of

college graduates in the world. The nation has made significant progress in increasing both high school graduation rates and degree attainment rates, but gaps between rates for different student groups continue to persist.

Progress: The national public high school graduation rate has reached an all-time high, with 82.3 percent of students graduating high school within 4 years in the 2013–14 school year.⁶ The Department has reviewed and approved all states' 2015 plans to ensure equitable access to excellent educators, and states are in the midst of implementing those plans. This work is critical to ensure that students of color and students from low-income families have equitable access to excellent educators. In June 2015, the Department hosted 19 local education agencies (LEAs) with high dropout rates among students of color to provide technical assistance and support. The Department also began the Civil Rights Data Collection (CRDC) for the 2013–14 school year, which is including for the first time collection of the number of students absent 15 or more days.

Opportunities and Challenges: The ESSA continues the ESEA's focus on ensuring that states and school districts account for the progress of all students, take meaningful actions to improve the lowest-performing schools, and ensure equitable access to excellent educators. The Department is developing plans for how best to support states and districts during the transition to the ESSA.

APG: Enable evidence-based decision making

Goal for FY 2014–2015: By September 30, 2015, the percentage of select new (non-continuation) competitive grant dollars that reward evidence will increase by 70 percent.

Supports Strategic Goal 5

Overview: Through its range of grants, contracts, and internal analytic work, the Department supports the use of rigorous research and study designs that inform federal investments in education. This APG tracks whether the Department is increasing its internal capacity to make competitive grant awards based on the existence of (and amount of) evidence in support of projects, where appropriate.

Progress: The Department surpassed the FY 2014 performance target for increasing the percentage of select new (noncontinuation) discretionary grant dollars that reward evidence. In FY 2014, 15.92 percent of the Department's discretionary dollars was awarded to new projects with supporting evidence of effectiveness, with five competitions in OII, OESE, and OPE using evidence through eligibility requirements, competitive preference priorities, and selection criteria. In FY 2015, 29.44 percent of the Department's discretionary dollars was awarded to new projects with supporting evidence of effectiveness, with eight competitions in OII, OESE, and OPE. The Department exceeded its FY 2015 target by 18 percentage points, doubling the amount from FY 2014.

Opportunities and Challenges: Properly using evidence to award competitive grants has been embraced, but still requires additional capacity building and new ways of working across the Department. The Department wants to ensure that use of evidence in competitions is supported across the grant-making life cycle, including in grant development, award, and support for grantees. Additionally, goal targets are based on reasonable projections of which competitive

⁶ http://nces.ed.gov/ccd/tables/ACGR_RE_and_characteristics_2013-14.asp

grant programs may make new awards in a given fiscal year, but the actual dollar amount awarded will depend on final appropriations amounts in different programs and other funding decisions and trade-offs, so the percentage of dollars may not increase each year. Through the Regional Educational Laboratories (RELs) and the What Works Clearinghouse, the Department continues to develop toolkits, webinars, guides, and other resources intended to build the capacity of applicants and grantees. For example, the RELs have offered online trainings and mini-courses on developing logic models and designing rigorous evaluations of professional development programs. However, grantees vary in their comfort with and understanding of evaluation and use of evidence, and the Department has limited resources to support grantees in conducting rigorous evaluations that would produce evidence of effectiveness.

Department's FY 2016–17 Agency Priority Goals

In collaboration with the OMB, the Department announced its FY 2016–17 APGs. These APGs include:

Increase college degree attainment in America

Increase attainment of college degrees by improving affordability, access, and student outcomes. By September 30, 2017, 48.4 percent of adults ages 25–34 will have an associate degree or higher. *(Supports Strategic Goal 1)*

Federal Student Aid transparency

Increase and enhance transparency of information about the student loan portfolio for taxpayers, researchers, and the public. The Department will publish on Federal Student Aid's Data Center at least 15 new releases of data points or other information reports in 2016 and 2017, resulting in 30 new releases by September 30, 2017. *(Supports Strategic Goal 1)*

Support implementation of college- and career-ready standards and assessments

Support implementation of college- and career-ready standards and assessments. By September 30, 2017, all states, the District of Columbia, and Puerto Rico will be implementing high-quality assessments, aligned with college- and career-ready standards. *(Supports Strategic Goal 2)*

Increase enrollment in high-quality state preschool programs

Increase the percentage of children, especially children from low-income families, enrolled in high-quality preschool programs. By September 30, 2017, the percentage of four-year old children enrolled in state preschool programs will increase to 33 percent (representing the 2015–16 school year, increasing from 29.1 percent in the 2013–14 school year). By September 30, 2017, the number of state preschool programs meeting high-quality benchmarks will increase to 19 states (representing the 2015–16 school year, increasing from 15 in the 2013–14 school year). *(Supports Strategic Goal 3)*

Ensure equitable educational opportunities

Improve high school graduation rates and decrease gaps in graduation rates between all students and students from low-income families, through comprehensive school and instructional improvement strategies such as the equitable distribution of effective teachers and rigorous coursework in low-income schools. By September 30, 2017, the national high school graduation rate will increase to 85 percent, and the gap in the graduation rate between all students and students from low-income families will decrease to 7.4 percent. By September 30, 2017, the number of high schools with persistently low graduation rates will decrease by 10 percent and the number of schools that do not have a gap or have decreased the gap between all students and students from low-income families by 5 percent or more will increase by 3 percent. *(Supports Strategic Goal 4)*

Enable evidence-based decision making

Increase use and generation of credible evidence on what works and what does not work in education. By September 30, 2017, the Department will increase to 20 percent the percentage of new competitive grant dollars that support evidence-based strategies. By September 30, 2017, the Department will increase by 20 the number of Department-funded project evaluations that provide credible evidence about what works in education. *(Supports Strategic Goal 5)*

The Department will begin quarterly reporting on these APGs in FY 2016, and the action plans for these APGs are available on performance.gov.

Cross-Agency Priority (CAP) Goals

In accordance with the *GPRA Modernization Act of 2010*, interim CAP Goals were published on performance.gov in March 2014. The CAP Goals are divided into two categories:

Mission CAP Goals	Management CAP Goals
<ul style="list-style-type: none"> • Cybersecurity • Climate Change (Federal Actions) • Insider Threat and Security Clearance Reform • Job-creating Investment • Infrastructure Permitting Modernization • Science, Technology, Engineering, and Mathematics (STEM) Education • Service Members and Veterans Mental Health 	<ul style="list-style-type: none"> • Customer Service • Smarter IT Delivery • Strategic Sourcing • Shared Services • Benchmark and Improve Mission-support Operations • Open Data • Lab-to-Market • People And Culture

Performance.gov is updated quarterly for each CAP Goal. The website includes goal statements and other information, such as lists of accountable senior leader(s) and contributing agencies. Quarterly performance updates for the website on progress will be provided by the goal leader in coordination with the Performance Improvement Council, OMB, corresponding governmentwide management council, and contributing agencies. (A-11, Part 6, 220.5)

In addition to the APGs, the Department contributes to the following four CAP Goals.

Cybersecurity Goal Statement: Improve awareness of security practices, vulnerabilities, and threats to the operating environment by limiting access to only authorized users and implementing technologies and processes that reduce the risk from malicious activity.

[A progress update through FY 2015 Q3](#) is available on performance.gov. The update further clarifies the President's commitment and sense of urgency in addressing cybersecurity threats, which are deemed to be significant threats to national security, public safety, and economic viability, particularly given recent major data breaches, such as that which occurred at the Office of Personnel Management (OPM). In response to that incident and other threats of potential breaches, the Department participated in the White House's "30-day sprint" to address known vulnerabilities, secure network infrastructures, and restrict access through improved authentication, among other key strategies.

The third quarter update shows substantive progress in three critical areas:

- **Information Security Continuous Monitoring**—Impactful increase in the number of *Chief Financial Officers Act of 1990* (CFO Act) agencies that met the Secure Configuration Management target;
- **Identify, Credentialing and Access Management**—Notable increase in the percentage of civilian users (privileged and unprivileged) using Personal Identification Verification cards; and
- **Anti-Phishing and Malware Defense**—Encouraging increase in the number of CFO Act agencies that met the Blended Defense target.

Customer Service Goal Statement: Deliver world-class customer services to citizens by making it faster and easier for individuals and businesses to complete transactions and have a positive experience with government.

A [progress update through FY 2015 Q4](#) is available on [performance.gov](#). The update defines the goal team and a governance plan and identifies subgoals and major actions to achieve impact. Milestones have been established for each of the four strategy areas and key indicators are in development.

Science, Technology, Engineering, and Math (STEM) Education Goal Statement: Improve STEM Education by implementing the [Federal STEM Education 5-Year Strategic Plan](#), announced in May 2013, specifically:

- Improve STEM instruction.
- Increase and sustain youth and public engagement in STEM.
- Enhance STEM experience of undergraduate students.
- Better serve groups historically underrepresented in STEM fields.
- Design graduate education for tomorrow's STEM workforce.
- Build new models for leveraging assets and expertise.
- Build and use evidence-based approaches.

A [progress update through FY 2015 Q4](#) is available on [performance.gov](#). The update highlights the formulation of a governance plan, and identifies subgoals and major strategies to achieve impact as well as key indicators for the action plan.

Service Members and Veterans Mental Health Goal Statement: Improve mental health outcomes for Service Members, Veterans, and their Families.

A [progress update through FY 2015 Q4](#) is available on [performance.gov](#). The update highlights governance plan alignment with the President's Executive Actions, and identifies subgoals and major actions to achieve impact as well as key indicators and milestones.

Additionally, the Department is a member of the Interagency Taskforce on Military and Veterans Mental Health.

Real-time information on [CAP Goals](#) is available at [performance.gov](#).

The Department's Approach to Data Collection and Analysis

In FY 2015, the Department continued to support programs to help the education system by facilitating the development of the infrastructure necessary to collect and disseminate high-value education information for the improvement of student outcomes.

EDFacts. The [EDFacts](#) system enables the consolidation of separate data collections and reduces the reporting burden for states by eliminating redundant data requests.

Statewide Longitudinal Data Systems. The [Statewide Longitudinal Data Systems \(SLDS\) grant program](#), as authorized by the *Educational Technical Assistance Act of 2002*, is designed to aid SEAs in developing and implementing longitudinal data systems. Most SLDS funds are awarded as state grants, but a portion of the funds are used for activities to improve data

quality, coordination, and use. Activities include the Education Data Technical Assistance program, the [Privacy Technical Assistance Center](#), and work on Common Education Data Standards (CEDs).

Data Strategy Team. The Department's Data Strategy Team (DST) develops and promotes coordinated and consistent data strategies among the various principal offices within the Department. The mission of the DST is to coordinate the Department's public-facing data initiatives by building cohesiveness in internal processes and data policies and by improving transparency in matters related to the Department's collection of data.

Civil Rights Data Collection. The Department collects data on key education and civil rights issues in our nation's public schools for use by OCR in its enforcement and monitoring efforts, by other Department offices, and by policymakers and researchers outside of the Department.

Enhancing Education Systems and Supports. The Department strives to leverage its data, evaluation, performance, and financial systems to meet four important aspects of its mission:

- To contribute to the Department's ability to build customer relations by providing timely responses to customer inquiries.
- To empower employees to make informed decisions by increasing their access to data.
- To increase accountability through improved financial management.
- To keep Department employees informed of the project status and ensure that all users receive proper training on the new system.

Support for the Department's Evaluations

To determine the effectiveness of programs, policies, and strategies for improving education outcomes, funding is directed toward evaluations that will yield valid, reliable, and useful information for the field. For a list of evaluations completed in FY 2015 and of those planned through FY 2017, see appendix E.